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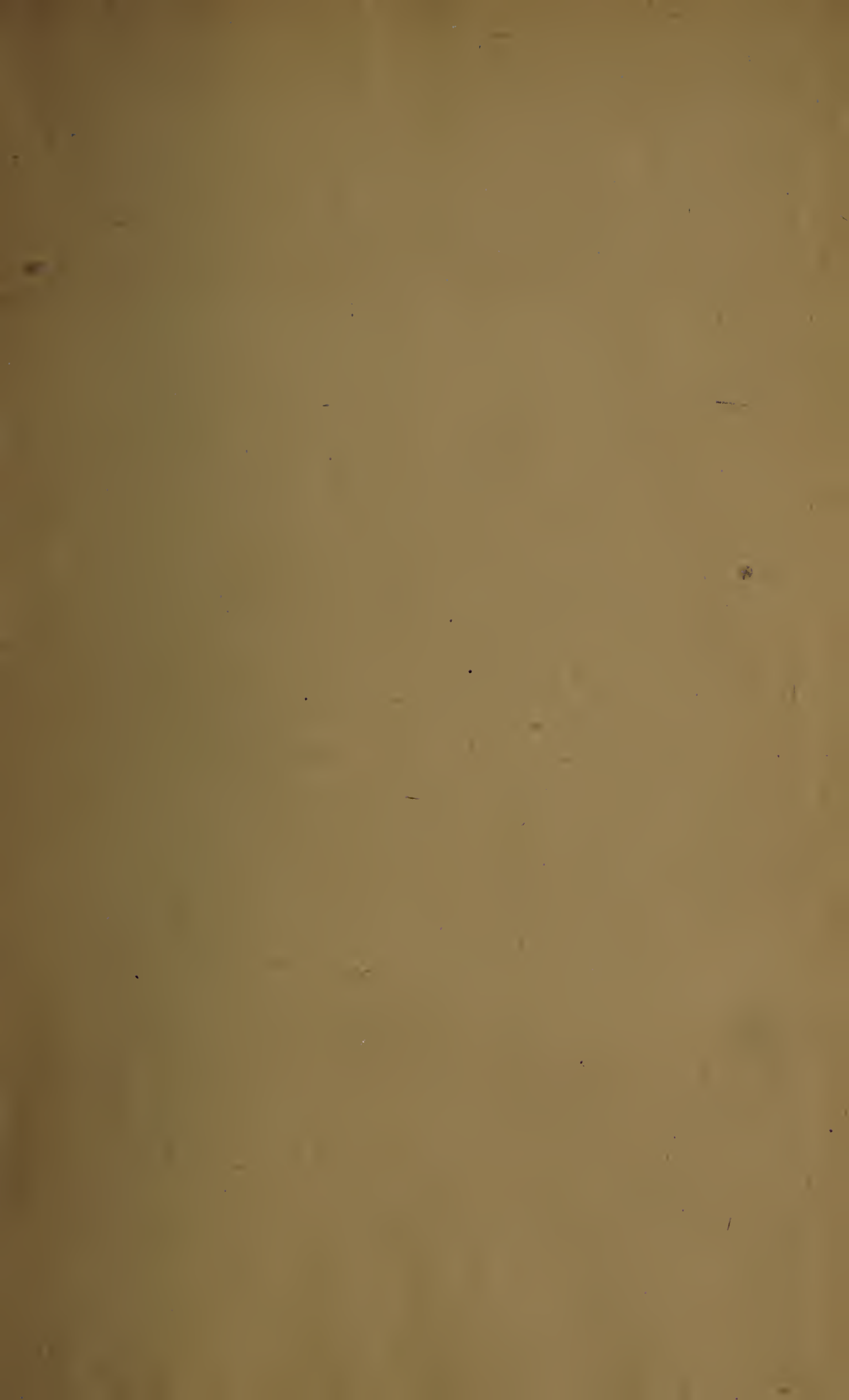
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*J. B. Taylor*

SIXTY-NINTH

ANNUAL CATALOGUE

*(cont)*

OF

*4504 50*  
*1896/97*

Chauncy-Hall School

458 BOYLSTON STREET

BOSTON, MASS.

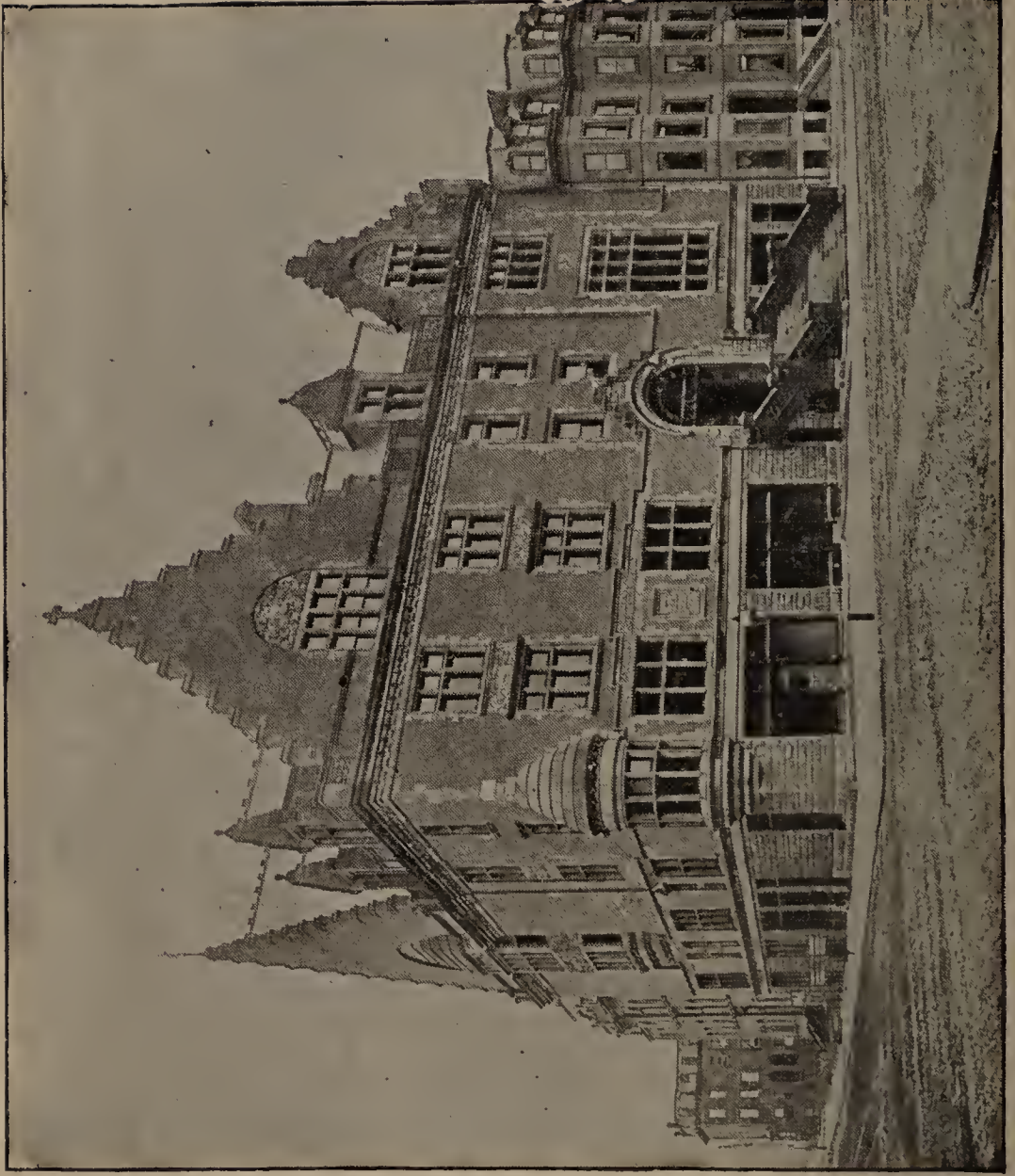
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1896-1897









458 BOYLSTON STREET.



SIXTY-NINTH  
ANNUAL CATALOGUE

OF

Chauncy-Hall School

438 BOYLSTON STREET

BOSTON, MASS.

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ISSUED MAY, 1897, FOR THE SCHOOL YEAR

1896-1897

BOSTON

PRESS OF DAVID CLAPP & SON

1897

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1896-97

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## CALENDAR.

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### SEVENTIETH YEAR, 1897-8.

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#### 1897.

September 13-17 (Mon.-Fri.), Examination of candidates for admission, and also of pupils "conditioned" from 1896-97.

New pupils who cannot be present on these days may be examined later or before the close of the summer term.

September 20 (Mon.) . . . . . Upper Departments open.

September 27 (Mon.) . . . . . Primary Department opens.

October 4 (Mon.) . . . . . Kindergarten opens.

October 5 (Tues.) . . . . . Normal Kindergarten Class opens.

November 29 (Mon.) . . . . . Second quarter begins.

Dec. 24 to Jan. 3 . . . . . Christmas Holidays.

#### 1898.

February 1 (Mon.) . . . . . Second half-year begins.

April 4 (Mon.) . . . . . Fourth quarter begins.

June 3 (Fri.) . . . . . Primary Department closes, except for the First Class.

June 3 (Fri.) . . . . . Kindergarten closes.

June 9 (Thurs.) . . . . . Graduation and Promotions.

---

#### OTHER HOLIDAYS FOR 1897-98.

Saturdays — all legal holidays — Good Friday and the week following — the day after Thanksgiving.

## CALENDAR.

FOR MAY AND JUNE, 1897.

June 4 (Friday).....	{ Primary Department closes, except for the First Class.
June 4 (Friday).....	Kindergarten closes.
June 9 (Wednesday).....	{ Normal Kindergarten Class graduates.
June 10 (Thursday).....	Graduation and Promotions.

CALENDAR FOR THE SUMMER VACATION, 1897.

*In the summer vacation*, the Principals may be seen at the rooms, 458 Boylston Street, as follows:

After June 10, until July 1, inclusive,  
Daily from 9 to 1.

After August 30,  
Daily from 9 to 1.

Also, a representative of the School may be found at the rooms Tuesdays and Thursdays, from 10 to 12, during July and August.

IN TERM TIME,

Except on Saturdays, one of the Principals is usually here from 8.30 to 4. Some teacher is at the School on Saturdays, from 9 to 11.

## INTRODUCTION.

---

For persons who are not acquainted with the School, a brief statement of some of its special advantages is here given.

### TEACHERS.

The number of teachers is so large and the supervision so thorough that the advantages of having different courses in the same institution are preserved, while the dangers are obviated.

### SUPERINTENDENTS.

Boys.—In addition to the general supervision given by the Principals to the whole school, the boys of each class have a Principal as their especial superintendent, whose duty it is to know the needs of every boy in that class and his standing in each of his studies; to inspect carefully all his weekly and examination reports; and to consult and advise frequently with the other teachers of the class, in respect to the work and progress of individuals and of the class as a whole. To promote unity of action, the superintendents meet together regularly every week.

The same Principal, so far as is practicable, is continued as superintendent of the same pupils as they advance to successive classes from year to year, in order to secure the advantages of continuous intimate acquaintance and counsel.

GIRLS.—The same careful supervision is given to the girls of all classes as to the boys.

Arrangements are made for

#### A COURSE WITHOUT HOME STUDY,

for those whose health requires a great deal of out-of-door exercise, and for those who are giving so much time to music that it is not advisable for them to do the full work of the School.

#### SPECIAL STUDENTS

Are admitted to any classes for which they are qualified, subject to the rules and regulations governing regular pupils. Unusual inducements to such students are offered in

#### ANCIENT AND MODERN LANGUAGES.

There is no more charge for instruction in several classes in one language than in one class. To secure ample personal attention for each pupil, the language classes are in sections which rarely exceed ten members each, and which generally have less.

#### A POST-GRADUATE COURSE

Is open to graduates of high schools and to others of mature age. Many students have been prepared here for professional schools without going through college.

## SKETCH OF THE SCHOOL'S HISTORY.

---

CHAUNCY-HALL SCHOOL derives its name from its original situation in Chauncy Street, then the quiet and retired Chauncy Place, through which carriages could not pass. It was established there by Gideon F. Thayer in 1828, and remained for forty years, when it was removed to Essex Street, to a handsome new building fitted up purposely for its use. This was destroyed by fire in 1873; and, without the loss of even an hour's session, the School then occupied "John A. Andrew Hall" until a new building was completed for it in 1874, in Copley Square. With the change of management in 1896, it was deemed best, on account of the great increase in the value of real estate in its vicinity, to transfer the school to its present quarters in the Young Men's Christian Association Building, on the corner of Boylston and Berkeley streets.

Chauncy Hall has been remarkably fortunate in undergoing but few changes in management. This stability has allowed the deliberate test of different plans and methods, with the final adoption of such only as have proved advantageous. At the same time, by the introduction of young teachers, as opportunity has offered, all danger of over-conservatism has been avoided, and the latest advances in scholarship and in methods of teaching have been brought into combination with that mature judgment which comes from many years of service.

The firm-names under which the School has been carried on are as follows:—

Gideon F. Thayer, 1828-40; Thayer and Cushing, 1840-55; Thomas Cushing, 1855-60; Cushing and Ladd, 1860-70; Cushings and Ladd, 1870-79; William H. Ladd, 1879-84; Ladd and Daniell, 1884-96; Taylor, De Meritte, & Hagar, 1896-.



## REPORT FOR THE SIXTY-NINTH YEAR, 1896-97.

---

THE school year just closing has been an uneventful one, in marked contrast with the preceding. The plans then formed have been carried out successfully.

The school began its fall work in its new quarters under its new managers.

Of the staff of eighteen teachers, all but two had been previously connected with Chauncy Hall as teachers or pupils, eight of the number having been trained by the present heads of departments.

The signs of steady growth and progress are easily apparent. The number enrolled for the year is larger than that of the last three years, especially in the grammar and high school departments.

The class about to graduate, including those who attempt only preliminary examinations for college this year, exceeds forty in number.

In athletics the school has won renown in interscholastic meets and established new records.

The formation of an Alumni Association, often suggested in the past, has been accomplished and its first banquet held at the University Club.

Everything, in short, both within and without, prophesies that the old school will reach its three-score and ten within a year in hale and hearty condition, and with a vigor that shall ensure long life beyond that goal.

Chauncy Hall derives much of its popularity from its long record and its hosts of graduates and past pupils. To increase and adorn both these elements of strength is the earnest aim and purpose of the management.

MAY, 1897.

BOARD OF GOVERNMENT AND  
INSTRUCTION,

1896-1897.

---

ARRANGED, after the first five names, by length of service. In such changes of Superintendents as become necessary each year by the graduation of classes, arrangement is made, so far as is practicable, for continuing the same teacher as superintendent of the same pupils.

---

JAMES B. TAYLOR (Harvard '67), Principal, and Superintendent of Special Students and of Class D,

*History, Elocution, and Literature.*

EDWIN DEMERITTE (Dartmouth '69), Principal, and Superintendent of Class A (College Section) and of Class C,

*Latin and Greek.*

WALTER C. HAGAR (Trinity '79), Principal and Superintendent of Class A (Institute Section) and of Class B,

*Mathematics.*

JOHN F. SCULLY (Bridgewater Normal '87), Associate Principal, and Superintendent of the Boys in the Grammar-School Classes,

*Mathematics, History (English and U. S.), and English.*

MISS LUCY WHEELLOCK, Superintendent of all Kindergarten and Primary Work.

MISS ALICE E. HOLDEN,

*Drawing and Algebra.*

MRS. MARION ENDICOTT BROWN, Superintendent of the  
Girls in the High-School Classes,

*Latin and Greek.*

MISS HELEN E. STODDARD,

*German.*

MISS ANNA S. FROTHINGHAM, Superintendent of the  
Girls in the Grammar-School Classes,

*Literature, Grammar, Composition, and Penmanship.*

MISS EDITH E. FORBES, Secretary.

MISS MARY E. MAGRATH,

*Latin, History, and Rhetoric.*

MRS. L. ISABELLE STANTIAL,

*French.*

MISS S. GRACE PARKER,

*Arithmetic and Geography.*

MISS HELEN W. HOLMES, Assistant in the Normal Kinder-  
garten Department.

FRANKLIN T. KURT, Ph.B. (Wesleyan '95),

*Science.*

MISS ELIZABETH S. TOWLE, Primary Department.

MISS ANNA FULLER MANNING, Kindergarten Department.

MRS. CARRIE S. PARKER,

*Vocal Music and Physical Culture.*

CHILDREN WHO ARE ESPECIALLY BENEFITED  
 BY  
 PRIVATE SCHOOLS.

---

LEAVING entirely out of view those families who prefer private schools to public ones through the whole of school life, there are many cases where a private school, — abundantly supplied with accomplished and faithful teachers, — complements the work of the public schools. The following are some of the cases at Chauncy Hall: —

Healthy, bright children, who wish to make more rapid progress than the arrangements of the public schools allow.

Backward boys or girls who cannot keep up in the public schools, but who are able to do class work here through the extra personal attention allowed by small classes and an ample number of teachers.

Delicate children who cannot study out of school, but who can get a good education by the course described elsewhere.

Those who have unusual talent for music, painting, or modern languages, who come as special students.

Graduates of high schools who want one or two years more of general culture.

Parents who are not acquainted with Chauncy Hall, and who are considering the expediency of giving their children a broader culture than can be obtained in the schools which they are now attending, are invited to notice on the following pages a summary of some facts which are worthy of their consideration.



## SPECIAL ADVANTAGES.

---

The following summary of some special advantages is made for persons unacquainted with the School, who may not have time to read the whole catalogue.

---

EXCELLENT arrangements for ventilation, equable temperature, light, and position.

The attention to good manners and business habits ; and the fact that the business education is not confined to arithmetic and book-keeping, but gives such broad and general culture as is demanded for a high position in the mercantile community.

The pains taken to keep parents informed of the result of each separate lesson.

The aid furnished to pupils who need extra assistance.

The correct reading, writing, and speaking of the English language, begun at the earliest school age, continued through the entire course, and supplemented by a critical study of the best authors.

The arrangement of study for the development of the faculties in natural order, starting from observation.

The admission of pupils from the Kindergarten age to the age of graduation from the Latin School or the English High School, so that a child may have continuous systematic development, and not be exposed to the great break between the different grades which necessarily takes place in most schools.

The pleasant relations between teachers and pupils.

The courtesy shown by old members to new-comers.

### IN REGARD TO THE PUBLIC SCHOOLS

it is hoped that no person will suppose that there is intended any disparagement of the admirable work there done. The self-sacrifice, ability, and skill, shown by the great majority of teachers and by a large number of the members of the school boards, should have the profound gratitude of every citizen. But the limitations under which such schools are necessarily conducted are better understood and more keenly felt by the teachers who are laboring so conscientiously in the service of the State than by any other persons. The fact that children of teachers and of members of school boards are almost always enrolled among the pupils here is the greatest compliment the school has. In comparison with the public schools, it is believed that Chauncy Hall may fairly present the following points :

#### ITS RETENTION OF THE TWO GREAT ADVANTAGES

of the best public schools, namely :

Thorough discipline.

The mingling of a large number of pupils, which is so valuable in training children for their future duties as citizens and members of society.

## ITS FREEDOM FROM THE DISADVANTAGES

of public schools :

In the size of classes, particularly in languages.

In the opportunity for beginning languages at an early age.

In the small number of branches taken by each teacher.

In making its own regulations, so that it can meet the reasonable wants of individual cases without consulting any higher authority.

In keeping a healthy moral sentiment, not only by the exclusion of scholars of bad character, but by reserving the right of privately dismissing any pupil whose influence seems objectionable, without the necessity of public investigation or of proving any particular offence on his part.

## TUITION

**For the School Year 1897-98, for Regular Pupils**

IN THE

**HIGH AND GRAMMAR SCHOOL DEPARTMENTS.**

Payable half-yearly, Oct. 1, 1897, and Feb. 1, 1898.

[For tuition in the **Primary** and **Kindergarten**, see pages 49, 50; for **Special Students**, see page 21; for the **Normal Kindergarten Class**, see page 45; and for the **Preparatory Normal Class**, see page 47.]

---

**College Course,** . . . . . \$250.00

**English Courses, High School:—**

- (a) Final year of the course for the Mass. Institute of Technology, . . . . . 225.00
- (b) B Class (allowing electives from the above courses), . . . . . 225.00
- (c) Lower Classes (allowing one language). . . . . 200.00
- Each additional language, . . . . . 25.00

**English Courses, Grammar School:—**

- (a) Upper two Classes, . . . . . 175.00
- (b) Lower Classes, . . . . . 160.00

This includes Latin for the highest Class, and short lessons in French for the middle and in German for the lowest Classes.

**Stationery and Text Books:—**

- Stationery of all sorts needed for school, and the use of English class books, . . . . . 8.00

A fee of two dollars in advance must be paid for each *extra* quarterly examination caused by absence for any reason but illness.

#### DEDUCTIONS.

No deduction for late entrance is made before Nov. 1st, nor for withdrawal, for any cause, after April 15th. In case of sickness covering a period of six weeks or more, the loss is shared equally by the parents and the school.

Engagements are made for the full year unless there is a special agreement to the contrary at the time of entering.

When two or more pupils from one family attend, in the Upper Departments, *through the entire year*, a deduction of twenty per cent. will be made on the second half-yearly bill of that year for each member of said family. The same deduction will be made for special students whose bills equal those of regular students.

When a pupil in the regular English course remains two entire years in a class below the B Class, twenty per cent. of the second year's tuition in English branches will be deducted from the second half-yearly payment for that year.

A liberal deduction is made to teachers and clergymen, and to officers of the army and navy.

A discount of five per cent. is made on a full yearly bill paid before the opening of the school year.

---

Suitable boarding places in Boston and vicinity may be had for six dollars a week and upward. Genuine *homes* in private families of culture and refinement may be had for ten or twelve dollars. Assistance in obtaining suitable board will be given, if early request is made.



TUITION  
FOR THE SCHOOL YEAR, 1897-98,  
FOR SPECIAL STUDENTS.

---

Payable half-yearly, *invariably in advance*, for such instruction as is given to regular pupils both in and out of class.

On a yearly bill of not less than \$150, five per cent. discount will be made if paid in full before the opening of the school year.

YEARLY RATES.

Book-keeping, . . . . .	\$50.
Composition, . . . . .	10.
"    every week, . . . . .	25.
Drawing, . . . . .	20.
Elocution, . . . . .	40.
Geography, . . . . .	30.
Grammar <i>or</i> Rhetoric, . . . . .	40.
Gymnastics, . . . . .	15.
History, one country, . . . . .	40.
"    two countries, . . . . .	60.
Languages :—	
Ancient, { Latin <i>or</i> Greek, . . . . .	80.
{ Latin <i>and</i> Greek, . . . . .	150.
Modern, { French <i>or</i> German, . . . . .	60.
{ French <i>and</i> German, . . . . .	110.
Ancient and Modern, one of each, . . . . .	130.

English: Literature, Reading, Spelling, Defining,  
Composition, and Declamation:—

*High-School Course;*

In Classes A or B, . . . . .	\$100.
In Classes C or D, . . . . .	80.
In two classes, . . . . .	125.
Shakespeare alone (four plays), . . . . .	50.

*Grammar-School Course;*

In one class, . . . . .	\$60.
In more than one class, . . . . .	80.

Mathematics, one branch, . . . . .	60.
“ two branches, . . . . .	100.
“ three branches, . . . . .	140.

Natural Science:

*High-School Course;*

Chemistry or Physics, . . . . .	\$60.
Chemistry and Physics, . . . . .	110.

*Grammar-School Course;*

Botany or Mineralogy, . . . . .	30.
Physiology or Zoölogy, . . . . .	30.

Penmanship, . . . . .	40.
-----------------------	-----

For \$250 a year, any studies may be taken that the student can pursue with thoroughness.

Books and stationery according to the amount used.

The general statements on page 20, unless expressly limited to regular students, apply also to special students.

## COURSES OF STUDY.

---

MANY years of careful observation prove the following to be adapted to any pupil who possesses ordinary ability and good health.

The arrangement is designed to develop the faculties according to nature, by cultivating the powers of observation in the younger pupils, and by deferring to a more mature age those studies that call directly for reasoning. Reading, Writing, Spelling, and Arithmetic receive careful attention *throughout* the school course, so that graduates are fresh in these studies on entering business.

Daily out-of-school study is necessary for regular pupils.

---

### GENERAL EXERCISES FOR REGULAR PUPILS.

\*ABSTRACTS OF AUTHORS, written at school, by the High-School and First and Second Grammar-School Classes, on the second Monday of every month.

COMPOSITIONS, written at school, by all classes except the Fifth, on the third Monday of every month.

[This indicates but a very small part of the time really given to this important exercise.]

DECLAMATIONS by all regular pupils, not especially excused, during the fourth week of every month.

Gymnastics.

Short Lectures on different subjects.

Penmanship.

Written Spelling Lessons.

Written Defining Lessons.

Drawing.

---

\*Not a separate study, but a substitution for the usual reading lesson otherwise due on those dates.

ENGLISH DEPARTMENT.

---

**Grammar School.**

FIFTH CLASS.

Arithmetic. To Weights and Measures.  
 Geography. Frye's Primary.  
 English. Reading of stories from Hawthorne and familiar selections of poetry: stories from mythology; language lessons.  
 Science Talks.  
 German (oral).

FOURTH CLASS.

Arithmetic. To Percentage.  
 Geography. The Earth; North America, physical and political; United States; Groups of States.  
 English. Reading of stories of famous Americans, and selections from standard poets; stories from Homer; language lessons.  
 Science { Botany.  
           { Mineralogy.  
 German (oral).

THIRD CLASS.

Arithmetic. To Interest.  
 Geography. Races of men, plants, and animals of the world; physical and political geography of South America and of Europe.  
 History of the United States.  
 English. "Tom Brown at Rugby," and selections from standard poets; grammar.  
 Science: Physiology.  
 French (oral).

SECOND CLASS.

Arithmetic. To Ratio.  
 History of United States completed.  
 Geography. Physical and political geography of Asia, Africa, and Australia.  
 English. Reading of Scott's "Lady of the Lake" and Lamb's "Tales from Shakespeare" (comedies); grammar.  
 Science: Zoölogy.  
 French.

FIRST CLASS.

Arithmetic completed.  
 Geography. New England, and general review.  
 English. Reading of "Talisman" and "Ballads and Lyrics" [Lodge]; grammar.  
 Science { Physics.  
           { Chemistry.  
 Latin begun.

## ENGLISH DEPARTMENT.

### High School.

#### D CLASS.

Arithmetic reviewed (one recitation a week).  
 Algebra (four recitations a week).  
 History of England.  
 English. Masterpieces of American Literature; Lamb's "Tales from Shakespeare" (tragedies); Scott's poetry and prose; rhetoric.  
 Physiology.  
 Botany.  
 Physics begun.  
 German, French, or Latin (elective).

#### C CLASS.

Algebra (two recitations a week).  
 Geometry (three recitations a week).  
 History. Outlines of Ancient History.  
 English. Irving and Macaulay.  
 Physics.  
 German, French, Latin, or Greek (elective).

#### B CLASS.

##### *English Section.*

Arithmetic. General review, including Metric System (one lesson a week).  
 Algebra (two lessons a week).  
 Geometry (three lessons a week).  
 History. Mediæval and Modern.  
 English. Shakespeare and other great English writers.  
 Civil Government.  
 Book-keeping.  
 Chemistry.  
 German, French, and Latin (elective).

#### (B CLASS.)

##### *College Section (Preliminaries).*

Algebra (elementary) finished.  
 Geometry (plane) finished.  
 History of Greece and Rome.  
 College Physics.  
 Latin.  
 Greek.  
 French.  
 German.

#### A CLASS.

##### *Institute Section.*

Algebra (advanced).  
 Geometry (solid).  
 History of the United States.  
 English. Requirements for the Institute.  
 Drawing. Freehand and Mechanical.  
 Qualitative Analysis (elective).  
 Chemistry.  
 French or German.

##### *College Section (Finals).*

Mathematics (elective).  
 English. Requirements for New England Colleges.  
 Chemistry. "Sixty experiments" (elective).  
 French (elective).  
 German (elective).  
 Latin.  
 Greek (elective).

## COURSE OF STUDY IN LATIN AND GREEK.

*Latin.**Greek.*

## FIRST CLASS.

Collar and Daniell's First Latin Book |  
or Harkness' Easy Latin method.

## D CLASS.

Harkness' Grammar :  
Gradatim.  
Harkness' Cæsar.  
Daniell's Exercises in Latin Composi-  
tion, Part I.

Greek Lessons begun in February.

## C CLASS.

Selections from Cæsar;  
Sallust, Nepos, and Ovid;  
Daniell's Exercises in Latin Composi-  
tion, Part I., finished.

Goodwin's Grammar;  
Xenophon's Anabasis or Goodwin's  
Reader.

## B CLASS.

Vergil; Cicero;  
Sight Reading;  
Exercises in Latin Composition, Part  
II.

Goodwin's Grammar *reviewed*;  
Xenophon's Anabasis or Goodwin's  
Reader; Sight Reading;  
Greek Composition.

## A CLASS.

Cicero; Vergil;  
Sight Reading;  
Exercises in Latin Composition fin-  
ished.

Homer or Homer and Herodotus.  
Greek Composition.

## TIME FOR BEGINNING LATIN AND GREEK.

Classes in Latin are formed in September, and the course of preparation for college occupies five years. This time may be shortened, when the age and progress of the pupil permit. To this end, a Latin class is formed in the D class, which in time joins the class beginning the *previous* year.

A Greek class is formed in February in the D Class, which ultimately joins the one beginning the *following* September. This class is intended to make the beginning of the study of Greek easier for young pupils and for those who learn with difficulty, and the lessons are short.



## SPECIAL COURSE

### REQUIRING LITTLE OR NO HOME STUDY.

This course is designed particularly for

CHILDREN IN DELICATE HEALTH,

but it is also earnestly recommended for young pupils who are giving

ESPECIAL ATTENTION TO LANGUAGES,

and for those of any class who require much

TIME AT HOME FOR MUSICAL INSTRUCTION.

A wise request for fewer hours of study is often made in behalf of children too delicate or too young to take the full regular course. Their health is of vastly more value than learning, but they are better both in mind and body for some regular mental discipline.

It would be disadvantageous for them to be allowed to do poor work in all the different studies to which the robust majority of the class are able to attend; while to keep them more than a few years under governesses or private tutors might deprive them of that form of development which comes from association with other children. Thus their education is often a difficult problem. The general arrangements of the School offer to this class of pupils the opportunities they need; and the great number of families that have availed themselves of the arrangement shows that it is supplying a frequent want. It is known in school as the

### “Two Years’ Course.”

This is managed as follows:—When parents find the full work of a class too much for their child, they send a note stating that they wish

the child to remain two years in the class, instead of being promoted at the end of the year. The pupil then entirely drops nearly half of his studies, but does *thoroughly* what he undertakes, and passes the regular examinations on the branches he studies; the next year, he reviews what he has been over and takes up what he has omitted. This arrangement prevents any mortification at not going up with the majority, because the whole matter is thoroughly understood. The youngest scholars know the difference between the action of the parents on account of health, and a decision of the teachers on account of idleness.

If a large proportion of the scholars were unable to do ordinary school work, they might possibly have a depressing influence on each other; but as the very large majority of the scholars are in excellent health, the delicate ones have the enlivening influence of the active young life around them, while, at the same time, there are enough of their own kind to prevent loneliness.

Those whose health or time does not admit of doing even what has been mentioned above can take advantage of the arrangement for Special Students.

This system meets the requirements of almost any individual, young or old, who wishes to do a small amount of thorough work.

## PUPILS.

YEAR 1896-97.

## NORMAL KINDERGARTEN CLASS.

## JUNIORS.

Elizabeth Ernestine Baker,	.	Dorchester.
Irene Mayhew Bassett,	. .	New Bedford.
Rosemary Baum,	. . .	Dorchester.
Winifred Laura Brooks,	. . .	Jamaica Plain.
Lucia Treadwell Brown,	. . .	Malden.
Lena Blanche Brownell,	. . .	Essex Junction, Vt.
Anna Brooks Carter,	. . .	Leominster.
Theodora Carter,	. . .	Brighton.
Mary Elizabeth Clapp,	. . .	Manchester, N. H.
Mary Eleanor Clark,	. . .	So. Framingham.
Mabel Elizabeth Clarke,	. . .	Dorchester.
Minnie Sprague Dennison,	. . .	Roxbury.
Dema Pamela Dimick,	. . .	Watertown.
Florence Davis Emerson,	. . .	Wellesley Hills.
Susan Emma Emmott,	. . .	Concord, Mass.
Helen Ashley Gammons,	. . .	New Bedford.
Susan Frances Haskins,	. . .	New Bedford.
Euphemia Janet Hayes,	. . .	Parsons, Kansas.
Martha Barrows Hitchcock,	. . .	Hanover, N. H.
Amelia Blanchard Huff,	. . .	Manchester, Vt.
Fanny Hinman Johnson,	. . .	Boston.
Elizabeth Mary Jones,	. . .	Claremont Jct., N. H.
Mrs. Grace Gallaudet Kendall,	. . .	Washington, D. C.
Zayma King,	. . . .	Quincy.

Edith Sheldon Lawrence, . . .	Fitchburg.
Sarah Shepard MacCully, . . .	Lynn.
Louise Bates Matthews, . . .	Waterville, Me.
Brenda Theo Moore, . . .	Malden.
Grace Upham Nichols, . . .	Calais, Me.
May Heath Noyes . . . . .	Jamaica Plain.
Amy Harding Nye, . . . . .	Wellesley Hills.
Lucy Houghton Olmsted, . . .	Worcester.
Nellie Wallace Orcutt, . . . .	Dorchester.
Mary Fenno Parker, . . . . .	Dorchester.
Charlotte Perkins, . . . . .	Salem.
Allie Cook Pierce, . . . . .	Cambridge.
Miriam Vedder Platt, . . . . .	Poughkeepsie, N. Y.
Florence Eliza Scott, . . . . .	Campello, Mass.
Margaret May Stevenson, . . .	Newton.
Nettie Emily Stone, . . . . .	Newton.
May Louise Storrs, . . . . .	Hanover, N. H.
Grace Mary Sturgis, . . . . .	Manchester, N. H.
Jane Fitz Turner, . . . . .	Springfield.
Jasmine Van-Anderson, . . . .	Boston.
Anna Sweetser Wood, . . . . .	Dorchester.

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 SENIORS.

Isabel Nealon Babbitt, . . . .	Fredericton, N. B.
Mabel Grace Bateman, . . . .	Newton.
Mary Louise Benedict, . . . .	Newton Centre.
Bertha Edna Brackett, . . . .	Winchester.
Alice Helena Burbank, . . . .	Waltham.
Gertrude Appleton Child, . . .	Mattapan.
Lu Blanche Cleveland, . . . .	Watertown.
Mary Helen Dana, . . . . .	W. Lebanon, N. H.
Lilian Slater Daniels, . . . .	Salem.
Emma Augusta Dunham, . . . .	Deering, Me.
Grace Miriam Day Emerson, . .	Roxbury.
Elizabeth Johnson Freeborn, . .	Warren, R. I.

Mabel Sylvester Fuller, . . .	Rockland.
Katharine Louise George, . . .	Newton Centre.
Mary Louise Cutter Jones, . . .	Dorchester.
Josephine Merriam Kimball, . . .	Somerville.
Clara Mason Lewis, . . .	Marion.
Anna Fuller Manning, . . .	Brookline.
Marion Kimball Merritt, . . .	Chelsea.
Anna Tucker Nettleton, . . .	Dorchester.
Grace Winslow Patch, . . .	Roxbury.
Mary Anderson Phillips, . . .	Swampscott.
Mary Anna Prescott, . . .	Boston.
Myrtice James Rice, . . .	Cambridge.
Cora Elsie Rogers, . . .	North Brookfield.
Mari Anne Ruxton, . . .	Ludlow, Mass.
Elizabeth Marion Sacker, . . .	Boston.
Mary Kepler Taplin, . . .	} Winchester.
Ruth Moore Taplin, . . .	
Mary Thompson, . . .	Roxbury.
Elsie Wait, . . .	Glens Falls, N. Y.

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 SPECIALS.

Florence Louise Goddard, . . .	Worcester.
Florence Mabel Griffin, . . .	New London, N. H.
Anna Mathes Lane, . . .	Dover, N. H.
Emma Leo, . . .	Taunton.
Lulu Byrd Mabey, . . .	Lake City, Minn.
Cora Bailey Neher, . . .	Saratoga Sp'gs, N. Y.
Grace Morse Perkins, . . .	New Haven, Conn.
Ella Maude Phelps, . . .	Northampton.
Florence Mary Prevost, . . .	Montreal, P. Q.
Mary Eliza Spooner, . . .	Springfield.
Etta Mary Waterbury, . . .	Saratoga Sp'gs, N. Y.

Total number, 87.



## HIGH SCHOOL DEPARTMENT.

Isaac Rayne Adams, . . .	Cambridge.
James Henry Alger, . . .	West Bridgewater.
George Winthrop Allen, . . .	East Bridgewater.
Gladys Ames, . . . . .	Boston.
Ethel Eaton Atkins, . . .	} Newton Highlands.
George Edwin Atkins, . . .	
Helen Augusta Batchelder, . . .	South Boston.
John Ross Bates, . . . . .	Hyde Park.
Lawrence Murdock Baxter, . . .	Dorchester.
Amy Valentine Beal, . . . . .	Boston.
Arthur Fletcher Bent, . . . . .	Hyde Park.
Everett Hudson Black, . . . . .	Lynn.
Harold Lovering Bolton, . . . . .	Boston.
Sumner Banfield Bragg, . . . . .	Mansfield.
John Bridgewater, Jr., . . . . .	Melrose.
Florence Mabel Bright, . . . . .	Cambridge.
Christine Brooks, . . . . .	Somerville.
Mary Frances Brooks, . . . . .	Boston.
Eleanor Edith Butler, . . . . .	Arlington Heights.
Frank Milton Cady, . . . . .	Mansfield.
Ruth Caldwell, . . . . .	Brookline.
Herbert Barstow Chamberlin, . . . . .	Newton Centre.
Tileston Chickering, . . . . .	Milton.
William Percy Chisholm, . . . . .	Marblehead.
Franklin Edward Clark, . . . . .	Brookline.
Eliza Isabelle Clarke, . . . . .	Dorchester.
Victor Emanuel Cousalus, . . . . .	West Charlton, N. Y.
Julian Osborn Corey, . . . . .	Mansfield.
Borden Covel, . . . . .	Boston.
Truman Kimpton Crawford, . . . . .	Boston.
Lucy Turner Cushing, . . . . .	Neponset.
Evelina Louise Daloz, . . . . .	Dorchester.
Edward Hatton Davis, . . . . .	} Hyde Park.
David Lincoln Davis, . . . . .	



Mabel Merritt Darcy, . . .	Lynn.
George Edwin DeMeritte, . . .	Longwood.
Ida Beatrice Farnsworth, . . .	South Lincoln.
Margaret Fay, . . . . .	College Hill.
Carl Edmund Fish, . . . . .	Hyde Park.
George Farnsworth Fisk, . . . . .	" "
Harold Hervey Fletcher, . . . . .	Brookline.
Marian Bartlett Forbes, . . . . .	"
Laurence Franklin, . . . . .	} Melrose.
Ralph Stowell Franklin, . . . . .	
George Kemble Goodhue, . . . . .	Salem.
Lucile Gulliver, . . . . .	Brookline.
Gertrude Winifred Haines, . . . . .	San José, California.
Fred Parker Hastings, . . . . .	Brighton.
Ralph Mahon Henderson, . . . . .	Johnstown, Pa.
Eva Hetherington Hind, . . . . .	South Boston.
Florence Mary Homer, . . . . .	Brighton.
Merrill Hunt, . . . . .	Boston.
George Carlton Cheney James, . . . . .	Boston.
Laura Weeks Kennedy, . . . . .	"
Benjamin Franklin Larrabee, Jr., . . . . .	Brookline.
Ella Hillman Lenfest, . . . . .	East Cambridge.
Winifred Leonard, . . . . .	Boston.
Ethel Dorothy Loud, . . . . .	Everett.
Louis Olaf Maas, . . . . .	Jamaica Plain.
Allan Parmalee Mackinnon, . . . . .	Boston.
Robert Quincy Macmahon, . . . . .	"
Alberto Madero, . . . . .	} Parras Coalmila, Mexico.
George Marsh, . . . . .	
Edwin Walter Mills, . . . . .	East Cambridge.
Ella Morrison, . . . . .	Roxbury.
Lillian Morrison, . . . . .	} Somerville.
Bertram Allard Newell, . . . . .	
Guillermo Olivares, . . . . .	Springvale, Me.
Louis Kittson Paul, . . . . .	} City of Mexico, Mexico.
James Ritchie Raeder, . . . . .	
	Roxbury.
	Hyde Park.

William Edward Reed, . . .	Saxonville.
Vesta Eloise Richardson, . . .	Cambridge.
Percy Plumer Russ, . . . .	Boston.
Charles Parker Sheldon, . . .	Wollaston.
Charles John Smith, . . . .	Jamaica Plain.
Kenneth Procter Smith, . . .	Dorchester.
Lyman Roberts Stanley, . . .	Boston.
Charles Alonzo Straw, Jr., . . .	Roxbury.
William Harold Taylor, . . .	} Newtonville.
Brainerd Taylor, . . . .	
Arthur Hollis Tirrell, . . . .	Natick.
Fred Isaac Tone, . . . .	Des Moines, Iowa.
Winthrop Vose Tower, . . . .	Melrose Highlands.
George Herbert Turner, . . . .	Allston.
Lillian Antoinette Watson, . . .	Boston.
Winfield Henry Whitaker, . . .	Brighton.
Edna Constance White, . . . .	Boston.
Jacob Wirth, . . . .	Boston.
Florence Lena Yerxa, . . . .	North Cambridge.

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#### GRAMMAR DEPARTMENT.

Florence Joseph Armstrong, . . .	Roslindale.
Agnes Walker Auld, . . . .	Havana, Cuba.
Henry Loring Bates, . . . .	Hyde Park.
Clara Novella Blakely, . . . .	Lynn.
William Gordon Burrows, . . . .	East Somerville.
William James Caldwell, . . . .	Somerville.
Chester Guy Clark, . . . .	Brookline.
Stoughton Ellery Cobb, . . . .	Boston.
Alvin Langdon Coburn, . . . .	"
Paul Augustus Draper, . . . .	Canton.
Philip Seabury Dresser, . . . .	Boston.
Florence Belle Mercy Dunklee, . . .	Somerville.
Stanley Coleridge Eaton, . . . .	Boston.
Paul Bunton Foley, . . . .	"
Benjamin Franklin Foster, . . . .	"

Gardner Freeman, . . . .	Winthrop.
Eda Goddu, . . . .	Winchester.
William Howard Hawes, . . . .	Roxbury.
Walter Harry Hill, . . . .	Boston.
Willoughby Mungean Hunt, . . . .	Walnut Hill.
Evart Wendell Jackson, . . . .	Cambridgeport.
Walter Everett Jaggar, . . . .	Everett.
Henry Skinner Jones, . . . .	Chestnut Hill.
Walter Monroe Knowlton, . . . .	Boston.
Harry Lennihan, . . . .	Westwood.
Samuel Lombard, Jr., . . . .	Everett.
Katy Maud Mann, . . . .	Cambridgeport.
Edward Leo McEnany, . . . .	Dorchester.
Leon Gilbert Morrill, . . . .	Norwood.
Ernest Edward Morrison, . . . .	Allston.
Mae Regina Murphy, . . . .	Roxbury.
Charles Gorham Parker, . . . .	East Derry, N. H.
Bettina Loring Parks, . . . .	Boston.
Edmund Strout Phinney, . . . .	Brookline.
Lee Hammond Porter, . . . .	Randolph.
Edmund Pratt, . . . .	Boston.
William Baker McNear Rand, . . . .	East Watertown.
*Russell Austin Shepard, . . . .	Dorchester.
Ralph Julius Sommer, . . . .	Boston.
Joseph Vernon Steele, . . . .	Arlington.
Harriet May Taylor, . . . .	Newtonville.
Brackett Kirkwood Thorogood, . . . .	Cambridgeport.
Howard Arnold Tinkham, . . . .	Norton.
William Theodore Van Nostrand, . . . .	Boston.
Edward Archibald Walker, . . . .	Nova Scotia.
Louis Stuart Waterbury, . . . .	Brookline.
Gertrude Tobey Waterhouse, . . . .	} Wollaston.
Harold Dennett Waterhouse, . . . .	
Walter Jones Willson, . . . .	South Boston.
Elisa Marie Wirth, . . . .	Boston.
Newell Convers Wyeth, . . . .	Needham.
Robert Hervey Young, . . . .	New York, N. Y.

\* Died May 16, 1897.

## PRIMARY DEPARTMENT.

George Henry Brooks,	.	.	Boston.
Gladys Irene Clark,	.	.	"
Bertha Hartshorn,	.	.	"
Charles Willis Kimball,	.	.	Somerville.
May Florence Koshland,	.	.	Boston.
Marjorie Ford Ludlow,	.	.	"
George Manson Macfarlane,	.	.	"
Marion Jeannette Traiser,	.	.	"

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## KINDERGARTEN DEPARTMENT.

Arthur C. Dow, Jr.,	.	.	} Boston.
Ruth Dow,	.	.	
Dorothy Dutton,	.	.	"
Gladys Clara Jewell,	.	.	"
Dagmar Ladensack,	.	.	} "
Romaine Ladensack,	.	.	
Helen Aspinwall Smith,	.	.	"
John Hallock Woodhull,			

Whole number of pupils, 244.

## PREPARATION FOR COLLEGE.

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CHAUNCY HALL takes great pride in the long list of graduates whom it has prepared for college during more than sixty-five years. The experience and success of the teachers in charge of this department authorize us to ask the careful attention of parents who are intending to give their children a collegiate education.

One means of this thorough preparation is the small size of the classes in ancient and modern languages. If a pupil is in a large class, he cannot receive sufficient help in his efforts to master the difficulties of a foreign language; and if he is entirely under the care of a private tutor, he loses the drill and development that can be obtained only by contact with other scholars of his age.

The arrangements here aim to *combine class work with private instruction*. The language classes are in sections that seldom have over ten members each; so that every scholar receives a great deal of personal attention. From the outset, the endeavor of the teacher is to make the study of the languages interesting, and therefore agreeable.

"Reading at sight" is practised from the earliest possible moment, and continued to the end of the course. After the pupils have acquired a pretty extensive vocabulary, they are required from time to time to prepare



their lessons — as completely as may be — without using the lexicon. This is to teach self-reliance and the avoidance of what is too apt to become a slavish dependence upon the lexicon. The effort to get at the meaning of the words from their derivation and context tends to sharpen the wits and to induce the habit of close and accurate thinking. As the pupil increases in the ability to grasp the author's meaning quickly and surely, his enthusiasm increases, and he finds more and more pleasure in the work.

The same careful preparation is made in the **English literature** required for college.

The chemical and physical laboratories afford all needed facilities for the experimental study of physical science.

The large corps of teachers allows a wider range of courses in preparation for college than is possible in the largest public schools.

Extra help on difficult points may be obtained out of recitation hours.

Girls fitting for college here take the same course as boys, and join the same classes.

A certificate of preparation from this school admits to all New England colleges receiving pupils by certificate.



## PREPARATION FOR THE MASS. INSTITUTE OF TECHNOLOGY.

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THIS School makes a specialty of preparing scholars for the Institute, and aims to fit its candidates so thoroughly that they will not be weighed down by having to make up deficiencies after entering. During the last two years of the course, all their studies are arranged with main reference to preparation for the Institute; and during the last year they are taught in most subjects in a class by themselves, so that the closest attention can be given to the studies demanded for their entrance examination.

The number of teachers gives a great advantage over most High Schools; as in those, the small corps of instructors usually have their hands already full with the preparation of pupils for college and for business. Here, those students who wish to go to the Institute have that special attention which is needed to enable them not only to enter with credit, but also to grapple successfully with the severe work which comes to them during their first year after entrance.

“To the student the importance of thorough preparation is great; since the character and amount of instruction given in the school from the outset leave little opportunity for one imperfectly fitted, to make up deficiencies, and render it impossible for him to derive the full benefit from his course or perhaps even to maintain his standing.” \*

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\* From the Institute Catalogue of 1896-7.

Reference is made to the President and Secretary of the Institute concerning the success which for many years has attended the candidates presented by the principals of this school.

When a pupil in the lower classes is intended ultimately for the Institute, it is better to give early notice of this, because the course requires French or German. The modern language should be studied at least two years. A longer time would be better.

While the minimum age for entering the Institute is seventeen years, the Institute Faculty advise eighteen years. This maturity of age gives opportunity for that thorough preparation that can be made only by faithful work extending over sufficient time. Many scholars have remained here another year after satisfactorily completing the regular course of preparation.

The Institute Class will take such of the General Exercises of the School as, in the judgment of the teachers, time will permit. This is in accordance with the aim which the School has long kept in view, to give its Institute candidates as liberal a preparation as their special work will allow. It accords also with the following quotations from the Institute Catalogue of 1896-7:—

“It should be borne in mind by the student purposing to enter the Institute that the broader his intellectual training in any direction, and the more extensive his general acquirements, the greater are the advantages he may expect to gain in his future course.”

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“Students will find their progress in physics and chemistry promoted by making themselves thoroughly familiar with the elements of physics, \* \* \* preferably by pursuing an elementary course in physical laboratory work.

A knowledge of the Latin language is not required for admission; but the study of Latin is strongly recommended to persons who purpose to enter the Institute, as it gives a better understanding of the various terms used in science, and greatly facilitates the acquisition of the modern languages.”

## PREPARATION FOR BUSINESS.

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THE School tries to prepare its pupils for *practical business life*; but it uses that term in a broad and generous meaning. It aims in its commercial preparation to send out young men of cultured minds, correct habits, and good manners.

The high position of Chauncy men in the mercantile community is partly owing to the fact that, throughout their school course, close attention was paid to the things that are imperative for business success.

They had been taught to write a neat and legible hand; to be proficient in business arithmetic; to speak and read English well; to write good English; and they had left school *qualified to begin* their work.

Pupils at Chauncy Hall have a thorough preparation in the elementary studies, but are also well grounded in Natural Science, English Literature, Modern Languages, and Ancient and Modern History.

The instruction and discipline of the School aim to aid in developing the moral principles, improving the manners, and forming the habits of its pupils. The principles of honor and truth are appealed to as the great regulators of conduct, and every one is trusted so long as he is found worthy.

PREPARATION  
FOR PROFESSIONAL SCHOOLS.

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STUDENTS wishing to enter law, medical, dental, or normal schools without going through college can join such classes as will best promote their aims, and receive the same attention and training as those who pursue the full college course.

## KINDERGARTEN TRAINING CLASS.

MISS LUCY WHEELOCK, DIRECTOR.

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The Kindergarten Training Class of Chauncy-Hall School will re-open Tuesday, October fifth, at 284 Dartmouth Street, Boston.

The regular course of two years prepares students for practical work as Kindergartners.

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### REQUIREMENTS FOR ADMISSION.

1. No student under nineteen years of age is received.
2. Good health is a positive essential.
3. A high-school certificate or credentials showing equivalent educational advantages are demanded. In addition to this it is understood that students are received on probation for not less than two months, that the equally indispensable requirements of culture and natural fitness for the work may be fully ascertained.



**COURSE OF STUDY.****JUNIOR YEAR.**

Child Study. Elementary Psychology; Theory of Froebel's Gifts and Occupations, and practical use of same; Froebel's Mother Play; Drawing, Modelling, and Color Lessons; Nature Study; Vocal and Physical Culture, in connection with the Kindergarten Songs and Games; Educational Reading and History of Education; Daily Observation in the Kindergarten.

**SENIOR YEAR.**

Froebel's Mother Play and Education of Man; Advanced Gift-work; Study of Myths, Fairy Tales, and Science Stories; Songs and Games; Typical and Original Programmes; Observation and Practice in Kindergartens.

**SPECIAL STUDENTS.**

Provision is made for a limited number of teachers and other students who have had previous Kindergarten training, and who wish to supplement it by further study. A year's work is planned, embracing some of the subjects of both the junior and senior year.

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**DIPLOMAS.**

The full diploma is given at the end of the second year to those who meet the required conditions for graduation by thorough and satisfactory work.

Special certificates are granted to students in the special course, and to those who may desire to take the training for general culture and not for professional use. Such students are allowed to omit some of the hand work, and devote less time to observation.



## CALENDAR AND TUITION.

The classes open as follows :—

Junior Class, Tuesday, October 5, at 2 P.M.

Senior Class, Monday, October 11, at 2 P. M.

The Junior Class meets regularly on two mornings and one afternoon of each week.

The Senior Class meets on Mondays, Wednesdays, and Fridays, at 2 o'clock.

Tuition, payable at 458 Boylston Street, half yearly, before November 1 and March 1, is as follows :—

## FIRST YEAR.

Tuition . . . . .	\$100.
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## SECOND YEAR.

Tuition . . . . .	\$100.
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Special Course, with work in both classes	125.
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The fee of \$100 for each year includes the Gifts and necessary materials for the Occupations.

All books required are furnished at cost.

The year ends early in June for all classes.

The number of students in each class is limited.

In order to secure a place, application should be made before August, 1897, to

MISS LUCY WHEELOCK,

*284 Dartmouth Street, Boston.*

The following list of books is given from which students may select for reading and study preparatory to the course :—

#### HISTORY OF EDUCATION.

*Froebel's Autobiography*, Michaelis and Moore; *Froebel's Letters*, Michaelis and Moore; *Froebel's Letters*, Heinemann; *Life of Pestalozzi*, De Guimps; *Educational Ideals*, Munroe; *Educational Reformers*, Quick; *Emile* (abridged translation), Rousseau; *Levana*, Richter.

#### CHILD CULTURE.

*Lectures to Kindergartners*, Peabody; *Education through Self-Activity*, Bowen; *Study of Child Nature*, Harrison; *Christian Nurture*, Bushnell; *First Three Years of Childhood*, Perez; *Psychology of Childhood*, Tracy; *Infant Mind*, Preyer; *Children's Rights*, Wiggin; *The Child*, Baroness Marenholtz-Bülow.

#### NATURE STUDY.

*Systematic Science Teaching*, Howe; *Nature Studies*, Jackman; *Song of Life*, Morley; *Fairyland of Science*, Arabella Buckley; *Life and Her Children*, Arabella Buckley; *Stories Mother Nature told Me*, Jane Andrew; *Brooks and Brook Basins*, Frye.

Non-resident members of the Training Class are allowed to take books from the Boston Public Library, by special arrangement with the Trustees.

**CLASS PREPARATORY FOR THE NORMAL COURSE.**

So many pupils try to enter the Normal Kindergarten Department who are not sufficiently mature mentally, that more are rejected than are accepted. Over one hundred applicants were refused admission last year, in the majority of cases on account of insufficient preparatory training.

A special class will be organized in October for such as are aiming at Kindergarten work but are not yet old enough or adequately prepared for the best progress in the Training Class. A thorough drill in English, Geometry, Botany, Drawing, and other necessary studies, will ensure preference in securing admission to the Normal Training Class of the next year. Tuition for the school year, beginning October 4, \$150.

## THE KINDERGARTEN AND PRIMARY DEPARTMENTS.

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In the recent change of location of the School, the welfare of the younger children was considered with that special care which has always been a feature of Chauncy-Hall School. To this end, the conveniently situated house, No. 284 Dartmouth Street (next to Hotel Vendome), has been secured and furnished for school purposes.

Both the Kindergarten and the Primary Departments are under the general supervision of Miss Lucy Wheelock, the director of the Normal Kindergarten Class; and the house is devoted to the use of these three departments.

### THE KINDERGARTEN.

“The Kindergarten is the free republic of childhood from which everything dangerous to its morality is removed, as its lack of development requires.”—

*Froebel.*

Children may be admitted to the Kindergarten at the age of three and a half or four years, and the best results are secured when pupils remain for two years.

The Kindergarten is under the care of Miss Anna Fuller Manning, and is conducted in accordance with the fundamental principles of Froebel's system of child culture.

All the finer hand-work which could possibly overstrain eyes and nerves is avoided.

Through the work and play of the Kindergarten an opportunity is afforded, not only for the formation of right habits of *observing*, *thinking*, and *doing*, but also for the social training which is so essential to sound development.

In order that the individual needs of each child may be considered, the number of pupils is limited.

The Kindergarten opens October 4, 1897, and closes June 3, 1898. The hours are from 9 to 12.

The tuition is \$75 a year, payable before December 1. Pupils entering after that date may pay for the fractional part of the year.

Some representative of the school may be found at the house daily from 10 to 1, after September 15.

#### PRIMARY DEPARTMENT.

The lower primary class forms a natural transition from the Kindergarten to the school. Some of the features of the Kindergarten are retained.

The advanced Kindergarten gifts will be used for teaching number and form, and a short period each day is devoted to some of the occupations which furnish artistic and manual training, as drawing, modelling, folding, and designing.

Drawing and brush work are used in connection with nature lessons, which will form a feature of each day's programme.

Language lessons, reading, and writing will be related to the science work, following the order of the seasons. Stories in prose and verse, and historical tales are given frequently for reproduction as a means of securing ease and correctness of expression.



There are frequent changes of work, with marching, movement plays, and simple gymnastics, in order to secure the necessary physical exercise.

In the higher primary class the pupils are fitted for the lowest class in the grammar-school department.

The exercises of this class are as follows:—

Natural Science.  
Reading.  
Spelling.  
Language Lessons.  
Arithmetic.  
Geography.  
Penmanship.  
Drawing.

Singing.  
Physical Exercises.  
Manual Training Exercises—  
Paper Work, Painting, Clay Modeling.  
Recitations of Poetry.

Pupils are admitted to the Primary Department at from five or six to ten years of age. The number in each class is limited, to ensure personal attention. School hours in these classes are from 9 A.M. to 1 P.M.

Miss Elizabeth S. Towle, who has charge of the Primary Department, is a teacher of experience in both Kindergarten and primary methods.

Some representative of the school may be found at the house daily from 10 to 1, after September 15.

The Primary Department opens September 27, 1897, and closes June 3, 1898.

The tuition is \$88 a year for the lower class; for the higher class, \$100. Payments are due semi-annually, before November 1 and March 1.

To teachers and clergymen, a deduction of twenty per cent. is made on the bill for the second half-year.

Holidays for Kindergarten and Primary Departments:—

Saturdays, all legal holidays, December 24 to January 3, Good Friday and the following week, and the day after Thanksgiving.



## EDUCATION OF GIRLS.

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FOR more than thirty years the School was exclusively for boys; but in 1862 a few girls were admitted at the request of parents who wished their daughters to receive the same regular, systematic, and thorough education as their sons, and to be subject to the rules and discipline of a large school. They are now in every department, from the Kindergarten to the Normal Kindergarten Class, and to-day the school is recognized as the only large co-educational private school in Boston.

One great advantage for girls may be found in the variety of courses of study.

**The Classical Course** fits for any college in the same classes with boys.

**The Regular English Course** gives a broad and thorough English education, with the addition of whatever languages may be desired.

This course includes some training in the details of business. Book-keeping is one of the regular studies.

**Variations from these Regular Courses** allow girls who are unable to follow a full course of study, either through delicate health or need of time for other things, to select such branches as seem best fitted for their

strength and needs, and to pursue them under favorable conditions. Such a selection often proves to be just what is wanted as a course for graduates of high schools, who wish to do advanced work in one or two special lines. In most subjects, all the classes are open to such students at the same rates as for but one class. In French, for example, special students may have two or three daily recitations. Similar facilities are afforded in other branches.

In **English Literature and Elocution** there is a full and very interesting course, and particular attention is paid to that most important matter, **English Composition**. Young ladies from eighteen to twenty years of age often pursue a **post-graduate** course in these branches.

All the girls are under careful **superintendence**. In addition to the general oversight given by the Principals of the School, the girls are under the special charge of some lady teacher.

**Higher Education.**—Girls who intend to go to college have the great advantage of being instructed by teachers who have successfully carried on such preparation for many years. Such students have been fitted here or are now fitting for Smith, Vassar, Wellesley, and Radcliffe Colleges, Cornell and Boston Universities, and the Mass. Institute of Technology.

The courses of study at the Institute of Technology are open to all, without restriction of sex; and some of these courses are as well adapted to girls as to boys.

## CHILDREN

FROM NINE TO TWELVE YEARS OF AGE,

SUFFICIENTLY ADVANCED TO ENTER

THE LOWEST CLASS IN THE GRAMMAR SCHOOL.

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ATTENTION is particularly called to the fact that a child in this class is not put under the entire care of one person ; but every pupil receives regular instruction from different teachers of both sexes.

Proper assistance in the preparation of lessons can always be had.

The nucleus of the youngest class in the Grammar School is the class promoted from the Primary School ; but it receives accessions from other schools and from families whose children have been previously taught at home.

Pupils are not promoted from the Primary Department until well grounded in Arithmetic, Reading, Writing, and Geography. Meanwhile, also, they have had systematic general exercises which have tended to their development in mental and physical vigor.

## SPECIAL STUDENTS.

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THE arrangement for special students is adapted to the wants of many young people who, for various reasons, cannot take the full school course: but it is especially valuable for

Young men and women who wish to pursue some favorite study; or who, from time spent in travel or from any other cause, have been hindered from acquiring proficiency in certain branches at the usual age;

Children whose health or attention to music allows only one or two hours of daily attendance.

Special students need be present only from the time they are first due to a recitation until their last recitation for the day is over. While at school, they are under the same rules as the regular pupils.

They must bring notes for absence like other scholars, and must take all the examinations of the classes with which they recite, under the usual conditions. In the very rare cases where examinations might be undesirable, special arrangements may be made.

## HEALTH.

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IT is the full conviction of the Principals, based on the observation of many years, that the full course of study is a positive benefit to most pupils in regard to their bodily health, while reduced courses sufficiently flexible in their requirements should be provided for delicate students of any age.

Care is taken in the arrangement of the desks to have the light come from the left or back of the pupil, and walls are so tinted as to prevent glare.

Classes change their recitation rooms with nearly every period of the day; and this simple method goes very far toward reducing restlessness and weariness to a minimum in young children. It helps much in making good discipline easy. Different rooms and teachers and topics prevent the school hours from seeming long. Although the large majority of scholars are doing the regular school work for which *daily home study is indispensable*, parents, particularly of those in the lower classes, are requested to notice that many hours assigned for class work on the programme, are occupied with lessons on which no previous study is required. Among these exercises are drawing, penmanship, and singing; lectures on different subjects; oral instruction in natural science and in American history; and in gymnastics.

The abstracts of authors, in the upper classes, replace the literature lessons otherwise due on those days, so that the number of recitations is not increased.



SCHOOL HOURS AND OUT-OF-SCHOOL STUDY.—For the delicacy of health of many children to-day, one cause is often said to be “studying too hard” or “studying at home.” In the same connection it is often alleged that in former times health was more robust. This is an open question when applied to the majority; but even if it were an established fact, it should not be forgotten that school requirements were formerly greater than now.

Forty years ago, school sessions occupied from thirty to thirty-three hours a week. All pupils who were looking for anything more than a narrow education studied out of school from two to three hours a day. Vacations were only five or six weeks in a year. But now the sessions at Chauncy Hall are twenty-five hours a week, of which a portion are spent in physical and manual exercises: there is a daily recess of half an hour; and the vacations are fifteen weeks or more.

Further, European children are often mentioned as enjoying better health than Americans. Yet in the schools of France, Switzerland, and Germany, the study hours are longer than here; while the vacations are short, and long lessons are assigned for vacation study. But a European boy or girl is not allowed to be out two or three nights a week till midnight, at parties or the theatre, or to sit up late at home, or to regulate food, clothing, or exercise by personal caprice.

The majority of healthy scholars are less likely to suffer from over-study than from bad habits brought on by indolence. One of the most thoughtful observers in the country, Dr. W. T. HARRIS, National Commissioner of Education, has said, “In five cases out of six, more likely in nine out of ten, there is more underwork than overwork.” The career of many



hundred pupils has been carefully watched, and it is found, as a rule, that the hard workers become healthy adults.

**GYMNASTICS.**—Systematic instruction is given at regular periods in the well-equipped gymnasium of the Young Men's Christian Association, which is open to Chauncy-Hall boys over fifteen years of age. Boys under fifteen and all girls have regular physical exercises in their class rooms. In addition to the physical instruction given by the School, many boys spend time in bodily training after school hours.

**LUNCHEONS**—These still demand much more careful attention than they receive from some families.

Scholars who live near the school-house are encouraged to go home for lunch; many who live at a distance bring the best food possible under the circumstances, that which is put up at home under their mothers' supervision; others have a warm lunch or an early dinner at one of the hotels or cafés near the school; but the number who have nothing, or chiefly pastry, is large enough to cause grave anxiety.

It is of comparatively little use to reduce after-school detentions to the lowest point consistent with discipline and thoroughness, and to arrange for varied lessons, frequent changes of position, softened light, proper attitude, even temperature, and pure air, if health is constantly undermined by inattention to food.

## INDIVIDUAL ATTENTION.

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LETTERS of inquiry are often received in regard to the system of instruction.

Whether the following may be considered by all as "a system" or not, it has proved itself to be a way that makes thinkers, and that awakens a desire to seek further culture after leaving school. The only "system" which the School has may be put into these few lines :—

1. Care for health.
2. The pains taken to keep children pure in character and refined in manners.
3. The study of the mental peculiarities of each pupil so that the best training may be applied to each particular case.
4. Employment of teachers enough to attend to the needs of every pupil.

"Children are treated by a plan which implies that they are alike, but the assumption is not true. They are unlike, the differences among them are great; and when it comes to the processes of education, these differences are fundamental. Children differ widely in their mental faculties, in their capacity of apprehension and retention, in aptitude for different kinds of mental effort, in quickness of perception, in moral sensibility and power of self-restraint, in organic soundness and capability of endurance. To cultivate them all alike is to do violence to those peculiarities which make up the individuality. They can neither be taught in the same way with the same results, nor plied with the same motives with equal effect, nor subjected to the same degree of strain without injurious consequences."—Editorial in *Popular Science Monthly*.

## CO-OPERATION OF PARENTS.

If parents will *make sure* that the peculiarities of their children are understood here, we can give them much better aid in the education of their children than will otherwise be possible.

Soon after the opening of the school year, a printed Order of Exercises, telling the time of recitations, recesses, etc., is sent to each family, *for the use of the parents*, not only that they may know what lessons should be studied on each evening, and when to visit the school to hear particular recitations, but also that they may not ask to have their children dismissed early on days when recitation comes during the last hour, and may avoid recitation time when they are obliged to call on their children during school hours.

Parents are invited to visit the School frequently. Their presence is a stimulus to their children, and it is a means by which little misunderstandings are cleared up. The number of misstatements about school matters, made by honest, well-meaning scholars, is something incredible to any one but an experienced teacher.

Parents are earnestly requested to inquire *at once* about anything that seems wrong in the management of the School. Any suggestions in regard to improvements will be gladly received, even if what is proposed shall not seem expedient for adoption.

The Principals thank, most heartily, those parents who have promptly followed these requests. If every one will take the same course, the efficiency of the School will be much increased.

## VISITORS.

This School welcomes friends of the pupils, and any other persons who are interested in education. This invitation is especially extended to teachers, to whose influence the School is so deeply indebted.

The exercises are not at all interrupted. The children learn in the Kindergarten and Primary to carry on their occupations in the presence of friends, without timidity, or self-consciousness, or nervous strain.

## ENGLISH.

GOOD English is required not only in the school exercises of every description, oral and written, but also in the conversations with the teachers, which the ways of the school allow to an unusual extent.

This constant watchfulness begins with the little boys and girls in the Kindergarten, and continues until the young men and women go out into life from the Latin or English High-School Department.

The limited number of teachers in most high schools tends to the neglect of the study of English for the sake of the ancient classics; but this evil is avoided at Chauncy Hall, by having so many classical instructors in proportion to the number of their pupils that the teachers of English are left free to devote themselves to the best interests of the pupils in all the departments of the School.

## LITERATURE AND ORAL READING.

Constant endeavor is made to cultivate such taste for standard books and to establish such habits of attentive reading as will last beyond the brief period of school life. Long experience has shown that nothing will ensure this result but early beginning, enthusiasm both of teacher and pupil, individual work, and direct familiarity with the masterpieces of literature.

Acquaintance with the best authors begins in the Primary classes. It is continued through the whole subsequent course, in two distinct ways, which, when used as complements to each other, almost always develop in the pupil a love for literature. Hundreds



of graduates, after entering upon active business, have expressed gratitude for the aid which had been given them here in forming a literary taste which had become an inestimable blessing to themselves and to their families.

The two ways referred to above are: (1) *Literature in connection with oral reading*; (2) *Literature without oral reading*.

### (1.) Literature with Oral Reading.

More than forty years ago, volumes of standard authors began to be read in this School in place of the "readers" then generally used. The change proved so satisfactory that it has been carried into almost every part of the School.

In the youngest Grammar-School classes, the regular exercises are varied by selections made by the pupils from standard authors, with suitable comment and information given by the teacher.

In the second year of the grammar course, stories of famous Americans are interspersed with stories of heroes from the works of Homer. The next year, boys take delight in reading Thomas Hughes' *School Days at Rugby*, which offers fine chapters for character-building as well as for vocal training. For a portion of the year, selections from standard poets are used.

In the last year but one, in the Grammar-School department, the children are able to enjoy Scott's poetry and Lamb's *Tales from Shakespeare*; and the last year of this course is devoted to one of Scott's novels, usually *The Talisman*, and to the best English ballads and lyrics.

In the High-School department, the D Class be-

gins a systematic course in masterpieces of American literature; and in the C Class a careful study is made of Irving's works. The B Class begins the study of great English authors, paying especial attention to Shakespeare. The course of reading required for all New England colleges is begun this year, and is continued by those who intend to prepare for college and for the Institute.

The passages assigned for reading are short in all classes; but the student is required to understand every word and sentence, to show contrasts in words of similar meaning, to look up references and allusions to geography, history, and art, and to find the origin of quotations.

This preparation is tested at each lesson; partly in writing, as a help to composition, and in part orally, as a help to the pupil in gaining confidence, by practice, in his own ability to think while on his feet.

Besides the daily questionings, there are regular quarterly examinations to test both the elocutionary attainments and the literary knowledge of each pupil.

Forty years of close observation show excellent results from this welding together of the study of the meaning of standard authors with the study of the expression of that meaning.

Pupils usually reach the best results who enter at a very early age and have ten or twelve years of constant care in regard to what they read and to the manner of reading; but quick-witted, ambitious scholars often come to us from schools where such care cannot be given, and by taking advantage of their new privileges become admirable readers.

This training in mingled literature and expression encourages observation, investigation, and thorough-

ness ; it tends to cultivate the taste so that when school days are over, only the best books are wanted ; and it assists in the acquisition of pleasing and refined elocution. But as this work does not introduce the pupil to a sufficiently broad range of authors or to a copious vocabulary, the lack is supplied as follows.

(2.) **Literature without Oral Reading.**

This begins with the youngest Grammar-School pupils, who are told those stories from Greek and Scandinavian mythologies in regard to which they are most likely to meet allusions in conversation or in reading. These stories are interspersed with explanations and illustrations, in the course of which the children learn many words that do not appear in the regular reading lessons. Great interest is manifested by the pupils ; and their subsequent renderings of the stories, oral or written, generally show intelligent and accurate recollection.

Above these classes, the members of the High and Grammar-School departments read at home books which are assigned by the School, and on which they are examined monthly. In these exercises, which are called "abstracts," the best results are obtained by a small amount of careful daily reading, in preference to the intermittent reading of larger portions. Preliminary talks are given about the author and his writings, and about the merits and style of the particular book assigned.

As the book is announced four weeks in advance, and as it is of a kind that can easily be obtained, no excuse is allowed on the plea of inability to get it. The assignments vary according to the age and ability of the class.



In the Grammar School (second class) : Cooper's *Spy*; Longfellow's *Hiawatha*; Lamb's *Tales from Shakespeare* (comedies); Whittier's *Snow-Bound*.

First class: Dickens's *David Copperfield*; Longfellow's *Courtship of Miles Standish*; Lamb's *Tales from Shakespeare* (tragedies); and a book of travel.

In the High School (Class D): Scott's *Kenilworth*; Longfellow's *Evangeline*; Scott's *Ivanhoe*; *Iliad* (Bryant's translation). Class C: Irving's *Tales of a Traveller*, *Alhambra*, and *Bracebridge Hall*; Charlotte Yonge's *Young Folks' History of Rome*. Class B: British Authors from Chaucer to Byron.

Class A: Milton's *Paradise Lost*, Books I and II; Pope's *Iliad*, Books I and XXII; *The Sir Roger de Coverley Papers in the Spectator*; Goldsmith's *Vicar of Wakefield*; Coleridge's *Ancient Mariner*; Southey's *Life of Nelson*; Carlyle's *Essay on Burns*; Lowell's *Vision of Sir Launfal*; Hawthorne's *House of Seven Gables*.

Additionally for critical study: Shakespeare's *Macbeth*; Burke's *Speech on Conciliation with America*; De Quincy's *Flight of a Tartar Tribe*; Tennyson's *Princess*.

This course is taken not only by pupils fitting for college or for the Massachusetts Institute of Technology, but also by all members of the English High School department who remain during the fourth year, thus giving them the benefit of full preparation for college in the line of English Literature.

Students who wish to pay particular attention to Literature can devote all their time to that subject, taking the entire reading of the most advanced classes with the addition of part of the work in less advanced classes.

## COMPOSITION.

The little children begin written exercises as soon as they can write two words that make a sentence. They have daily practice in such work, in various ways and under different names, for years, until they are ready to meet without fear the formal "composition" that is so often the terror of school life.

Dates for the monthly compositions are announced at the beginning of the school year; and the subjects are assigned to each class considerably in advance of the date on which the composition is required.

The subjects are selected with great care and are adapted to the capacity of the respective classes. Those chosen for the younger pupils are subjects of which they are certain to have some knowledge, so that their earlier work may be concentrated on gaining facility of expression. By this method they are able to write with sufficient success to be encouraged for future attempts. The older classes have a greater variety of subjects, many of which are connected with their lessons in literature or history, and call for an expression of individual thought.

As a result of past interest in this work and as an incentive to present and future effort, a medal for excellence in Composition is given annually by the Thayer Association, which was formed of old graduates in 1867.

## DECLAMATION.

Declamation is a valuable help in learning English, as the pupils are encouraged to select pieces having literary merit; and as the School aims to have them prepare a selection for speaking in nearly the same manner that they prepare one for reading.



The beginning in declamation is made with the Primary classes. Everything possible is done to assist in preparation, and to excite interest in learning how to give the author's meaning. The whole instruction is based on two rules: "Understand the piece thoroughly; deliver it naturally."

The younger pupils have both rehearsals and final declamations in a class room by themselves; but as they advance in age and attainments, they are promoted to larger rooms with additional listeners.

A pupil who is very shy or nervous is allowed to declaim in private, until he has gained sufficient confidence to appear before his class; but it is seldom that this privilege has to be continued long.

At each declamation, the 'piece' to be spoken the next time must be shown to the teacher and its title recorded. No change is allowed without a week's approval by the teacher. This secures care in selection and tends to promote memorizing in good season.

A gold medal for excellence in Declamation is given by the Class Association of 1885.

#### LIBRARY FACILITIES.

Non-resident members of the A and B Classes, the Post-graduate Class, and the Normal Kindergarten Class have the privilege of taking books from the Boston Public Library, by vote of the Trustees.

## MODERN LANGUAGES.

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In this department, the modern methods of teaching languages are followed, the aim being to give to the pupils a reading, writing, and speaking mastery of the language studied. In the youngest class, the instruction is almost wholly oral. As the classes advance, careful drill is given in grammar, and the older pupils have practice in original composition, and in translating English into French or German. Not only are classes formed, yearly, of young beginners in French and German, but also of older pupils who can proceed more rapidly. Classes are formed for pupils who wish to prepare for advanced college examinations.

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## DRAWING.

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A STUDY is made of the Elementary Forms, in geometric drawing and in working drawings; of the appearance of objects, embodying the principles of Perspective; and of Decoration, in connection with which the pupils copy designs and make arrangements of their own. The upper classes give some attention to architectural ornament and to the styles in architecture. The class preparing for the Mass. Institute of Technology has practice in Mechanical Drawing.

## NATURAL SCIENCE.

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IN accordance with the growing conviction among leading educators that natural science should hold a very important place in the school curriculum, this department has received special attention.

The higher institutions of learning have recognized the importance of natural science as a valuable discipline for the reasoning faculties, and as a result many colleges now include some one or more branches of elementary science in their requirements for admission. Many schools have met this demand by introducing the courses prescribed by these institutions, but, unfortunately, the work required is often far in advance of that warranted by the pupil's previous training, especially when his powers of observation have become almost atrophied by long disuse. For this reason it seems desirable that scientific instruction should begin as early as possible.

But the education of the majority of pupils ends with the high school course. To such pupils training in science is invaluable, since much of their education after leaving school must come through their own observations. The natural sciences are unique in their

power of training the perceptive faculties, and afford an excellent discipline for the powers of comparison and reasoning.

The training in science begins in the kindergarten, where it consists chiefly of talks and object lessons by which the child's eyes are opened to the "Great, wide, wonderful, beautiful world."

The pupils in the grammar grades pursue their science studies under the same direction as those in the high school, so the same methods obtain and progress is uninterrupted.

In the grammar grades the main objects are to arouse the interest of pupils in nature, to cultivate observation, and to encourage investigation. With this in view no text books are used. Abundant material is supplied (as often as possible by the pupils themselves) and studied in the class room. Each pupil writes his own description, makes his own drawings, and deduces his own conclusions. Each laboratory exercise, when correctly done, thus becomes an exercise of reasoning as well as in observation, and, incidentally, discipline is gained in perspicuity and precision of expression.

In the lowest grade the pupils are encouraged to talk about the objects and phenomena which they have noticed, and, gradually, the scope of science and its various divisions becomes familiar to them.

In the next grade systematic work is begun in botany and mineralogy. During the fall term seeds, fruits, stems, and leaves are collected and studied, while the winter terms are devoted to the study of rocks, earth, and the properties and uses of some of the commonest metals, under the head of mineralogy.



In the spring time botany is resumed by the study of growth from seeds, roots, buds, and flowers.

The third year is given to the study of the human body. Special attention is given to inculcating habits of cleanliness, temperance in eating and drinking, and to the importance of physical exercises and a correct carriage of the body.

Zoölogy occupies the attention of the second grade. Representative animals of some of the more important classes are shown, comparisons are made, and the first principles of classification are taught. Pupils are encouraged to make individual collections.

In the highest grammar grade the reasoning faculties are sufficiently developed, so that studies may be introduced in which the relation of cause and effect is emphasized. An exceedingly elementary course in physics extends over half a year, while the remaining half-year is given to an equally elementary course in chemistry.

This training in the grammar school prepares the pupil for the more systematic and exacting work of the high school.

The work of the D class consists of cryptogamic and phænogamic botany during the fall and spring terms. The winter terms are given to a more thorough study of the human body. Considerable time is spent in giving practical directions for the care of the body in cases of emergency. The C class study physics with text book. The last term is spent in laboratory work.

Grade B study the principles of elementary chemistry. Laboratory work is supplemented by lectures and class room work.



For those students who expect to go to college special advantages are offered, and the following subjects are elective :

College Physics, "40 experiments ;"

College Chemistry, "60 experiments ;"

Chemistry, Qualitative Analysis.

The experiments are those prescribed for admission to Harvard, and are performed by the pupil, who writes at the time a description of the experiment with the conclusions which he deduces. In addition lectures are given in class room and attention is devoted to the solution of the problems involving principles deduced in the laboratory.

## PHYSICAL TRAINING.

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A VERY important feature of school life consists in proper training of the powers of the body while it, like the mind, is in its most supple, plastic condition. To make eye, hand, and foot quick, firm, and accurate, the trunk elastic, the will prompt and decisive, the whole mind in relation to the body and the body in relation to the mind alert, forceful, and obedient, is a very essential part of one's education, and its value is being more and more recognized.

The decision of the principals reached some years ago, after a personal experience in the ranks and in command, that military drill was not the best method of physical development among boys, has been endorsed by the most advanced thinkers on educational matters. The general consensus of opinion of such leaders as—Dr. Clarence J. Blake, President of the Boston Physical Education Society; Col. Thomas F. Edmands, First Corps of Cadets; Dr. Edward M. Hartwell, Director of Physical Training, Boston Public Schools; Dr. Dudley A. Sargent, Director of the Hemenway Gymnasium, Harvard University; Capt. Hermann J. Koehler, Master of the Sword and Instructor in Gymnastics at West Point, has confirmed this idea.

As this school was the first to adopt military drill in 1861, so now she has been among the first to exchange the drill hall for the gymnasium, and to devote

more time to physical exercise as the best means to the development of the body.

All boys over fifteen years of age have the use of the Young Men's Christian Association Gymnasium at all times outside of regular school hours. Twice each week all of sufficient age and strength come under the charge of Mr. R. J. Roberts, who is to-day the leading expert instructor in body building.

Once each week the work is in free gymnastics, either with or without light dumb-bells, or short bar-bells, and is intended to strengthen the body in all parts, to overcome any careless habit in regard to positions of the body and to give a firm, elastic, and erect carriage. On the second day the work is with the chest-weights, to emphasize the first day's work. The boys are also given a variety of work leading up to general athletics. This whole work is planned to be within the capacity of the boys, and the advancement gradual, to meet their increasing strength. The regular exercises in the gymnasium consist wholly of class work, and involve no risk to life or limb.

Every boy is entitled to a medical examination by a regular physician, and a chart is given him showing any defects and prescribing the proper movements to remedy them.

The younger boys and all the girls have free gymnastics and physical exercises in the class rooms under a special teacher, two or three times each week. This work with the younger boys is designed to prepare them for the more active work of the gymnasium, with the girls to give them strength and grace.

All the boys have the free use of the gymnasium of the Mass. Institute of Technology on Mondays, Wednesdays, and Fridays of each week, from 2 to 4

P.M., where sprinting, hurdling, running, pole vaulting, and shot putting may be practised under proper supervision.

The fact that the inter-class athletic meet held on February 1 was a decided success, both in the number of entries and the records made, proves the value of the system.

Following is the list of the first prizes of the Seventh Annual Indoor Meeting of the Chauncy-Hall Athletic Association, held February 1, 1897.

#### CUPS AWARDED.

GIVEN BY THE ASSOCIATION.

*Thirty-five yards dash.*—PERCY P. RUSS, '97.

*Running high jump.*—LYMAN R. STANLEY, '98.

*Putting 16lb. shot.*—GEORGE F. FISK, '97.

*Thirty-five yards dash, for Juniors.*—HENRY L. BATES, '01.

*Potato race.*—BORDEN COVEL, '98.

*Hurdle race, thirty-five yards.*—B. F. LARRABEE, Jr, '97.

*Pole vault.*—LAURENCE FRANKLIN, '98.

*880 yards run.*—TILESTON CHICKERING, '98.

The Class Shield, to be held for a year, given by the School to the class scoring the greatest number of points at the meeting, was awarded to the CLASS OF 1898.

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## OUT-DOOR SPORTS.

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CITY life does not readily allow of out-door games for boys. This difficulty has been met by securing for the boys a separate room and all the privileges of the Riverside Recreation Grounds, where boating, bathing, tennis, baseball, and football may be indulged in under proper supervision and control.



## REPORTS, EXAMINATIONS, ETC.

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REPORTS of two kinds are furnished ; the one giving quarterly examination marks, and the other those of recitations.

### REPORTS OF WRITTEN EXAMINATIONS.

Reports which contain the results of written examinations in all the studies pursued are sent home for all scholars, regular or special. By these it will be easy to see the proficiency of the scholar, not only in any particular branch of study but in his work as a whole. These reports should be retained by the parents.

That parents may receive more frequent and minute information than is given in these reports of written examinations,

### WEEKLY REPORTS

of conduct and recitation marks are given to the pupils to be taken home. In case of frequent deficiencies, the Principals will call attention to the fact by mailing these reports to parents, adding such comments or suggestions as may seem best.

These reports contain a record of each separate lesson. They are prepared with much labor, receive regular oversight and frequent comment, and are the chief means of communication with parents. It is not claimed that every mark is precisely right. An



idle but quick-witted pupil may get a higher mark than he deserves, while a classmate who has made faithful preparation may be confused in recitation and not do himself justice. But the average of a week's marks gives very nearly the results of study or negligence. Inability to learn readily, or neglect to use the ability, may be read in a series of low or moderate marks. A parent can decide, from his knowledge of home habits, to which cause the poor result is due. A series of unsatisfactory marks in deportment shows a disregard of good manners, and calls for parental warning and advice. The reports speak plainly and regularly, and often tell truths that it may be unpleasant to tell otherwise. If their general drift and tendency are noticed, and home habits of study are taken into consideration, it will not be difficult for parents to mete out appropriate comment or advice; but if pupils find that but little home attention is given to reports, remissness in school duties is more liable to appear.

#### WRITTEN EXAMINATIONS

Give completeness, not only to the knowledge which the teacher has of the scholar's acquirements, but also to the scholar's knowledge of himself. They determine largely his fitness for promotion at the end of the year. For a teacher to rely entirely upon his own judgment in selecting individuals as capable of advancement to a higher class is both difficult and disagreeable, since errors may be made and personal motives suspected. Under such a mode of selection, some pupils might be retained in a class whose studies they were incapable of mastering, and would then be dragged along as dead weight, gaining but little ben-

efit themselves and hindering the advancement of others. To keep any one in such a position is a false kindness, and is destructive of all solid scholarship or real advancement. Tests, suited to the average intellect and progress and judiciously applied, tell the scholar himself, as well as his friends, exactly where he stands; and, with common good sense, he will quickly acquiesce in their revelations and take a lower place, or will make a degree of effort that, at a subsequent examination, will enable him to gain the percentage required for promotion with his class.

#### ABSENCE FROM EXAMINATIONS.

In order to ensure punctual attendance, notice of examinations is generally given in advance. When such notice is given, no excuse but illness is accepted.

No person but a teacher can have any idea of the care and time required in preparing a set of examination questions. A set cannot be used twice the same year, and only very rarely can it ever be used again. It is a severe tax on the teacher to hold a special examination for the pupils who are absent through illness, but it is a duty cheerfully performed. If, however, a pupil is absent on the appointed day for *any reason except illness*, a special examination will be held for him, only on payment of two dollars in advance. This fee will go to the teacher who has the extra trouble.

Examinations are occasionally given without previous notice; as pupils are expected to hold themselves in readiness at all times to submit to written tests of their acquirements, without the opportunity to do special cramming for a special occasion,—a pernicious practice, which should be discouraged in every

possible way. In such cases, of course no charge will be made to absentees.

Necessary as examinations are to the thoroughness of any school, they are apt to be attended by two evils; a striving for class rank, and a strain upon mind and body from too many hours of examination in one day. But great care about hours is taken in this school, an examination coming, when practicable, at the regular time of the lesson; and there is no class rank.

Objections are sometimes made, nowadays, to all systems of marking or examination; but no substitute for these has yet been found which gives so readily to parents the information about their children which it is their right to have.

#### ASSISTANCE ON DIFFICULT POINTS.

The explanations in all departments are intended to be so full and thorough that they can be followed by any attentive pupil of ordinary capacity.

In almost all classes in all schools, there are scholars who, either from slowness of thought or from want of concentration, leave the recitation room with only a partial understanding of the matter under consideration. Additional assistance can usually be given during school hours by some teacher; and similar aid can also be had out of school, morning and afternoon, from the teachers, who make specialties of their respective branches, and who will cheerfully give, for the asking, whatever time may be necessary. Parents of such children can do them invaluable service by studying carefully their weekly reports, and by encouraging them to make the most of the opportunities which the School affords.

Unfortunately, only a minority of the scholars avail themselves of the advantages so abundantly provided. There are pupils in school who sadly need help, but who never come for it; and we have been told repeatedly by parents who have sent children here for years that nothing had ever been mentioned at home about these opportunities.

The request is made here, that parents refuse to help their children in mathematics.



## REGULATIONS.

**Absence.**—A note of excuse is required at the close of absence.

**Tardiness.**—Excuses are required for lateness the same as for absence, except for scholars regularly late. The latter must bring a written statement of the reason for such regular lateness; and they will be held as accountable as other scholars for lateness beyond the regular time allowed.

**Withdrawal.**—When a pupil is withdrawn from school either temporarily or permanently, a written statement to that effect, from the parent or guardian, should be sent.

**Hours.**—The regular session is from 9 o'clock until 2. The younger pupils are dismissed earlier, while the college classes may be kept until 3. Special cases must be met by special arrangements. The school rooms are open from 8 to 4 o'clock. On Saturdays, some teacher is present from 9 to 11.

**Detentions.**—Bad lessons and ordinary infractions of school rules may, at the discretion of the teacher, be settled by detention after regular school hours. Some detentions are unavoidable, but these can be so arranged as to cause little or no interference with dinner hours.

Those exercises that come at long intervals, like

COMPOSITION, ABSTRACT OF AUTHORS, AND DECLAMATION,

must be settled, so far as is convenient for the teachers, *on the day when they fall due*. No ordinary excuse, like want of time, or not understanding the subject, or inability to find a book, will be accepted for non-preparation.

**Checking.**—No scholar is considered to be properly dismissed until his name has been checked on the attendance book.

**Promotions** in the regular departments below the B Class are given at the close of the school year, to those students only who pass satisfactory examinations in the studies pursued by their class. No pupil will be allowed to join a higher class if he has more than one "condition" not made up by September, or, as a general rule, if he has any "condition" in mathematics.

If a scholar shows a marked falling off in the last quarter, and this falling off is clearly due to wilful neglect (enough having been made on the previous examinations to allow a low mark on the last), promotion is suspended, and additional examinations are required.

An average of sixty per cent. in each study is required.

Promotions are allowed also at *any time of year*, on satisfactory examinations, as an encouragement to pupils whose industry and health enable them to do the necessary work.



### THINGS FORBIDDEN.

It is intended to have but few inflexible "rules," especially prohibitions, as it is preferred to rely, as far as possible, on the honor and courtesy of the pupils; still, the peculiar freedom and variety of the school arrangements, as well as the situation of the school, demand certain restrictions for the best good of all concerned. To such rules as there are, pupils will be held strictly accountable.

**Leaving one's Assigned Room** without permission is not allowed.

**Smoking** is forbidden *at all times* in or about the school premises, and during recess, no matter where the scholar may be.

**Borrowing or Lending any Written Exercise** without permission is forbidden.

**Throwing** anything whatever within the school rooms is forbidden.

## DIPLOMAS.

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### CLASSICAL DEPARTMENT.

Diplomas are awarded to those students who are thoroughly prepared to enter College, and who have attended satisfactorily to the General Exercises of the School.

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### ENGLISH DEPARTMENT.

Diplomas are awarded to those students who have taken all the studies of their class, have passed the required examinations, and have attended satisfactorily to the General Exercises of the School.

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### SPECIAL COURSE.

A diploma may be awarded to a student whose studies have varied from the regular courses, but who has done an equivalent amount of work in such an elective course as may be approved by the School Management at the beginning of the final year.

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### NORMAL KINDERGARTEN CLASS.

For particulars as to this class, see page 43.

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Students from other schools who wish for a diploma, of any kind, must be a full year in the Graduating Class.

Certificates of proficiency in the required studies, from schools of good standing, will be accepted in place of an examination.

A certificate of Honorable Mention is sometimes given to pupils whose standing for the year is exceptionally good, but who fail to take a diploma through the omission of one or more studies.

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Diplomas are not obtained merely by remaining in the school a certain number of years, or by going over a given number of subjects. They are certificates of honorable conduct, faithful work, and good scholarship.

## DIPLOMAS

AWARDED JUNE 9, 1896.

*College Course.*

Anna Foster Cross,  
Wilbur Alden Coit,  
Ethel Lincoln Fay,

William Francis Porter,  
Edward Emery Sanborn,  
Edward Earle Swain.

*Course for**Mass. Institute of Technology.*

Adolph Louis Fischer,  
Gilbert Hodges, Jr.,

Charles Edward Paul,  
Ethan Rogers Underwood.

*English Course.*

Clay Cooper Bartlett,  
Gilford Tilden Currier,  
Emily Augusta Goldsmith,  
William Joseph Hodges,

Ralph Slater Taylor,  
William Underwood Tuttle,  
Martha Adaline Wyman,  
Walter Forestus Wyman.

*Honorable Mention.*

Harold John Warren Fay,

Rebecca Vose Tripp.

AWARDS OF JUNE 4, 1896,

TO THE

NORMAL KINDERGARTEN CLASS.

## DIPLOMAS.

Lizzie Colcord Arnold,  
Vina Calef Badger,  
Helen Aten Baldwin,  
Clara Hosmer Brown,  
Emma Grace Case,  
Josephine Madeline Coveney,  
May Agnes Dacey,  
Margaret Dewey,  
Margaret Loring Tilden,  
Louise Edmands Finney,  
Jennie Mabelle Gardner,  
Ethel Sears Gibbs,  
Frances Bradbury Goodwin,  
Helen Weston Holmes,  
Mabel Hull,

Mabel Tucker Knight,  
Anna Sherman Littlefield,  
Mary Palmer McLaren,  
Sarah Augusta Miles,  
Neva Wilhelm Nash,  
Helen Louise Newton,  
Isabelle Mary Patten,  
Sara Louise Quimby,  
Grace Louise Sanger,  
Olive Josephine Shute,  
Laura Mary Skinner,  
Emily Rapson Titus,  
Anna Aldrich Tracy,  
Mary Elizabeth Tuttle.

## DIPLOMAS IN SPECIAL COURSE.

Ilse Atkinson,	Grace Edith Lamphear,
Mary Frances Allen,	Emily Lawall,
Grace Kingsley Blackman,	Maud Raymond Nias,
Maizie Etta Blaikie,	Louisa Parker,
Helen Lucretia Bonney,	Maud Anna Rossiter,
Eugelia Louisc Eddy,	Alice Florence Stewart,
Mrs. Lena Williams George,	Mary Lydia Thomas,
Alise Beaumont Hartland,	Alice Brainerd Torrey,
Augusta Holmes,	Elizabeth Scars Towle,
Mrs. Gencvra Jack,	Amy Warfield Watkins.
Mary Elizabeth Jellison,	

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## FIRST-YEAR CERTIFICATES.

Isabel Nealon Babbitt,	Mary Louise Cutter Jones,
Mabel Gracc Bateman,	Margrette Kennedy,
Mary Louise Benedict,	Josephine Merriam Kimball,
Bertha Edna Brackett,	Clara Mason Lewis,
Alice Helena Burbank,	Anna Fuller Manning,
Gertrude Appleton Child,	Marion Kimball Merritt,
Lu Blanche Cleveland,	Grace Winslow Patch,
Mary Helen Dana,	Mary Anna Prescott,
Lilian Slater Daniels,	Myrtice James Rice,
Emma Augusta Dunham,	Cora Elsie Rogers,
Grace Miriam Day Emerson,	Mari Anne Ruxton.
Elizabeth Johnson Freeborn,	Elizabeth Marion Sacker,
Mabel Sylvester Fuller,	Mary Kepler Taplin,
Katharine Louise George,	Ruth Moore Taplin,
Victoria Elizabeth Dunham	Mary Thompson,
Hamilton,	Elsie Wait,
Alice Cheney Johnson,	Millicent Eliza Wilcox.
Mabelle Martina Johnson,	

## MEDALS.

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THE following prizes are offered, established by the affection and interest of the founder of the School and of past members :

(a) *A Medal for English Composition, bronze, silver, or gold*, is awarded by a committee chosen by the Thayer Association (formed in '67) from its own members.

(b) *The Class of '76* awards a special medal for proficiency in some branch of the School work.

(c) *A Gold Medal for Declamation* is given by members of the Class Association of 1885; the award being determined in a large part by the year's average of regular work in that study, and in the remaining part by the success on Graduation Day.

(d) *A Gold Medal*, founded in 1854 by the Chauncy-Hall Association, is given *by the Class of 1888* to the boy in the Upper Department who is considered by the boys among his school-mates to be the best boy in conduct. This is decided by ballot among the boys, and the result is not announced before the delivery of the medal.

(e) *The Founder's Medal (silver), for good conduct*, is awarded to the best pupil in the Primary Department, from a bequest of the late GIDEON F. THAYER, the founder of Chauncy-Hall School. This is decided by vote among the Primary pupils, and the result is not announced before the delivery of the medal.

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(1) A gold medal is offered by the School, for the best-drilled boy in "all-round" gymnastic work.

(2) A gold medal is also offered by the School, for the boy who shall show the most *improvement* in physical development during the school year.



## MEDALS AND OTHER PRIZES FOR 1896.

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AWARDED JAN. 29, 1897.

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### (I.)—Regular Medals given by the School.

*Second Gold.*

Christine Brooks,	Lillian Morrison,
Ella Morrison,	Edna Constance White.

*Third Gold.*

Mary Frances Brooks.

*First Silver.*

Elisa Marie Wirth.

*Third Silver.*

Agnes Walker Auld.

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### PRIZES FOR CONDUCT.

*Gold Medal, Class of 1888.*

Edwin Walter Mills.

*Founder's Medal (Primary Department).*

Gladys Irene Clark.



CLASS ASSOCIATIONS:—OFFICERS FOR 1897.

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CLASS OF 1897.

*President*, C. ALONZO STRAW, JR.  
*Vice-President*, PERCY P. RUSS.  
*Secretary*, ROBERT Q. MACMAHON.  
*Treasurer*, VESTA E. RICHARDSON.

CLASS OF 1898.

*President*, LAWRENCE M. BAXTER.  
*Vice-President*, CHRISTINE BROOKS.  
*Secretary*, ARTHUR F. BENT.  
*Treasurer*, FRANK M. CADY.

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BICYCLE CLUB.

*Captain*, B. F. LARRABEE, JR.  
*1st Lieut*, FRED I. TONE.  
*2d Lieut.*, BORDEN COVEL.  
*Bugler*, J. ROSS BATES.

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CHAUNCY-HALL ATHLETIC ASSOCIATION.

*Officers for 1896-97.*

*President*, MR. JOHN F. SCULLY.  
*Vice-President*, EDWIN W. MILLS.  
*Secretary*, PERCY P. RUSS.  
*Treasurer*, BORDEN COVEL.  
*Executive Committee*, } LOUIS K. PAUL,  
} JOHN BRIDGEWATER, JR.  
} C. PARKER SHELDON.





















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